

**COMMUNITY COLLEGE WORKFORCE TRAINING
AND PROGRAMS COMMITTEE**
(AB 450 - Chapter 246, Statutes of Nevada, 2021)

Nevada System of Higher Education
System Administration Office Building
Board Room
4300 South Maryland Parkway, Las Vegas
Tuesday, March 22, 2022, 3:00 p.m.

Video or Telephone Conference Connection from the Meeting Site to:
NSHE System Administration Office
Conference Room
2601 Enterprise Road, Reno,
and
Great Basin College, Elko
Berg Hall Conference Room
1500 College Parkway

In the event the video conference connection is not functioning, a teleconference connection will be made available. The public may attend the meeting in person in Las Vegas, Reno, or Elko. The public may also view the meeting at the time noticed herein by live stream link located at: <http://nshe.nevada.edu/live/>. [Public Comment](#) may be submitted as set forth below in the Public Notice section below.

**COMMITTEE
ROLL CALL:**

Dr. Melody Rose, Co-Chair	_____
Mr. Derrick Hill, Co-Chair	_____
Ms. Stacey Bostwick	_____
Ms. Myisha Boyce	_____
Ms. Jhone Ebert	_____
Mr. Kurt Thigpen	_____
Mr. Chris Trolson	_____
Mr. Ryan Woodward	_____
Dr. Federico Zaragoza	_____

1. PUBLIC COMMENT

Public comment will be taken during this agenda item. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item in which action may be taken. Comments will be limited to three minutes per person. Persons making comment will be asked to begin by stating their name for the record and to spell their last name. The Committee Chair may elect to allow additional public comment on a specific agenda item when that agenda item is being considered.

In accordance with Attorney General File No. 00-047, as restated in the Attorney General's Open Meeting Law Manual, the Committee Chair may prohibit comments if the content of that comment is a topic that is not relevant to, or within the authority of, the committee, or if the content is willfully disruptive of the meeting by being irrelevant, repetitious, slanderous, offensive, inflammatory, irrational or amounting to personal attacks or interfering with the rights of other speakers.

2. MINUTES FOR POSSIBLE ACTION

The Committee will consider approval of the minutes from the February 28, 2022, meeting. (*Ref. AB 450-2*)

ESTIMATED TIME: 5 mins.

3. REPORT FROM THE CO-CHAIRS FOR INFORMATION ONLY

Committee Co-chairs NSHE Chancellor Melody Rose, Ph.D. and Mr. Derrick Hill will provide introductory remarks on activities since the last meeting, expectations for the current agenda and future work of the committee.

ESTIMATED TIME: 5 mins.

4. REPORT FROM GOVERNOR'S OFFICE FOR INFORMATION ONLY

Daniel Stewart Chief Strategist Officer, Office of the Governor will provide an overview of relevant updates, reports, and other materials that are germane to the Committee's deliberations and work.

ESTIMATED TIME: 5 mins.

**5. NSHE COMMUNITY COLLEGES - FOR INFORMATION ONLY
GOVERNANCE STRUCTURE AND
2014-2015 INTERIM STUDY**

NSHE Regent Jason Geddes, Ph.D. and NSHE Vice Chancellor of Academic and Student Affairs and Community Colleges, Crystal Abba will provide a general overview of NSHE Community College governance structure, the institutional advisory council policy proposal, and the 2014-2015 Interim Study Concerning Community Colleges. (*Ref. AB 450-5a, AB 450-5b*)

ESTIMATED TIME: 45 mins.

6. PROPOSED WORK PLAN

FOR INFORMATION ONLY

Committee Co-chairs NSHE Chancellor Melody Rose, Ph.D. and Mr. Derrick Hill will present for discussion updates to the AB 450 Committee Work Plan outlining the schedule of activities from January through June 2022. (*Ref. AB 450-6*)

ESTIMATED TIME: 5 mins.

7. ITEMS FOR FUTURE AGENDAS

FOR INFORMATION ONLY

Items for consideration at future meetings may be suggested. Any discussion of an item under “Items for Future Agendas” is limited to description and clarification of the subject matter of the item, which may include the reasons for the request, and no substantive discussion may occur at this meeting on new business items in accordance with the Nevada Open Meeting Law (NRS 241.010 *seq.*).

ESTIMATED TIME: 5 mins.

8. PUBLIC COMMENT

Public comment will be taken during this agenda item. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item in which action may be taken. Comments will be limited to three minutes per person. Persons making comment will be asked to begin by stating their name for the record and to spell their last name. The Committee Chair may elect to allow additional public comment on a specific agenda item when that agenda item is being considered.

In accordance with Attorney General File No. 00-047, as restated in the Attorney General’s Open Meeting Law Manual, the Committee Chair may prohibit comments if the content of that comment is a topic that is not relevant to, or within the authority of, the committee, or if the content is willfully disruptive of the meeting by being irrelevant, repetitious, slanderous, offensive, inflammatory, irrational or amounting to personal attacks or interfering with the rights of other speakers.

PUBLIC NOTICE

Items may be taken out of order, two or more agenda items may be combined for consideration, and/or at any time an agenda item may be removed from the agenda or discussion delayed.

The Community College Workforce Training and Programs Committee (AB 450 Committee) will take public comment on any matters within its jurisdiction, control, or advisory power. The Committee is not permitted to deliberate or take action on any items raised during the public comment period until the matter itself has been specifically included on an agenda as an item upon which action may be taken by the Committee. Comments by the public may be limited to three minutes as a reasonable time, place, and manner restriction, but may not be limited upon viewpoint. Comments by the public may be emailed to ab450input@nshe.nevada.edu by 9:00 p.m. the day before the scheduled meeting and must include the commenter's full name. All written public comments shall, in their entirety, be included as part of the public record.

Reasonable efforts will be made to assist and accommodate physically disabled persons attending the meeting. Please notify the Committee via email at: ab450input@nshe.nevada.edu, in writing at Nevada System of Higher Education, 2601 Enterprise Road, Reno, Nevada 89512, or by calling 775-784-3475 as soon as possible.

This agenda has been posted at the following locations:

System Administration Las Vegas: 4300 South Maryland Parkway, Las Vegas, Nevada 89119

System Administration Reno: 2601 Enterprise Road, Reno, Nevada 89512

College of Southern Nevada: Building D, 1st Floor, 6375 W. Charleston Boulevard, Las Vegas, NV 89146

Desert Research Institute: Maxey Building, 2215 Raggio Parkway, Reno, NV 89512

Desert Research Institute: Southern Nevada Science Center, 755 E. Flamingo Road, Las Vegas, NV 89119

Great Basin College: Berg Hall, 1500 College Parkway, Elko, Nevada 89801

Nevada State College: Rogers Student Center, 1st Floor, 1300 Nevada State Drive, Henderson, NV 89002

Truckee Meadows Community College: Red Mountain Building (RDMT 200), 7000 Dandini Boulevard, Reno, NV 89512

University of Nevada, Reno: Clark Administration, University of Nevada Reno, Reno, NV 89557

Western Nevada College: Bristlecone Building Lobby, 2201 W. College Parkway, Carson City, NV 89703

The official website of the State of Nevada at <https://notice.nv.gov>, pursuant to NRS 232.2175; and on the Nevada System of Higher Education website at: <https://nshe.nevada.edu>.

In the event there are supporting materials available for items on this agenda, such materials will be produced upon request pursuant to NRS 241.020(7) and (8) by submitting a request via email to ab450input@nshe.nevada.edu. Any supporting materials will also be available at the Nevada System of Higher Education website at: <https://nshe.nevada.edu/leadership-policy/administration/public-affairs-and-advancement/ccwtp-committee/>

Minutes are intended to note: (a) the date, time, and place of the meeting; (b) those members of the public body who were present and those who were absent; and (c) the substance of all matters proposed, discussed and/or action was taken on. Minutes are not intended to be a verbatim report of a meeting. An audio recording of the meeting is available for inspection by any member of the public interested in a verbatim report of the meeting. These minutes are not final until approved by the Committee at a future meeting.

COMMUNITY COLLEGE WORKFORCE TRAINING & PROGRAMS COMMITTEE
(AB 450 - Chapter 246, Statutes of Nevada, 2021)

College of Southern Nevada
Student Union, Ballroom, West Charleston Campus
6375 W. Charleston Boulevard, Las Vegas
Monday, February 28, 2022

Video Conference Connection from the Meeting Site to:
System Administration, Reno
2601 Enterprise Road, Conference Room
and
Great Basin College, Elko
1500 College Parkway, Berg Hall Conference Room

Call to Order: Chancellor Melody Rose, serving as the Committee's Co-Chair, called the meeting of the Community College Workforce Training & Programs Committee (Committee) to order at 3:11 PM. Co-Chair Rose stated she looks forward to continuing the conversation that began at the January meeting. She also appreciates the effort everyone has put into attending and being prepared for this important conversation.

Members Present:

Dr. Melody Rose, Co-Chair
Mr. Derrick Hill, Co-Chair
Ms. Stacey Bostwick
Ms. Myisha Boyce
Ms. Jhone Ebert
Mr. Kurt Thigpen
Mr. Chris Trolson
Mr. Ryan Woodward
Dr. Federico Zaragoza

1. Information Only – Public Comment:

Dr. Sondra Cosgrove: History Professor at College of Southern Nevada (CSN), and the Vice Chair of the Nevada Advisory Committee to the U.S. Commission on Civil Rights. Dr. Cosgrove stated in November 2021 this committee released a report on the impact of remote learning on education equity. She said one of the most concerning findings they encountered was the scope and depth of the mental and behavioral health crisis in schools. Dr. Cosgrove stated a large contributing factor to this crisis is the lack of behavioral and mental health professionals. She said even if they had the \$235 million dollars needed to hire all the professionals needed to meet national student to professional ratios, there simply are not the people to hire. In other words, this is a workforce development issue. In addition, to including workforce training programs into the NSHE funding formula, Dr. Cosgrove stated she hopes this committee is also willing to communicate support for legislation currently moving

through Congress to reform the PELL grant. She said House Bill 6425, the Aid Act will go a long way to help community members also receive stackable certifications needed to become a mental health professionals.

Written: Vice Chancellor Cage read two written public comments that were submitted through the Committee email address, ab450input@nshe.nevada.edu.

Angela Brown: Specialized training certificates may include manufacturing, maintenance, automation, and technology. It should also include serviced based jobs in Hospitality.

Jessica Shearin: Members of the community college workforce training and programs committee, my name is Jessica Shearin, I am the President of the Nevada Association of School Psychologists, and I'd like to discuss student mental health and higher education workforce development. Currently, Nevada is short approximately 740 school psychologists. According to recent data, approximately 14% (or 1 in 7) of youth in Nevada have experienced a mental illness. Of these students accessing mental health supports, 70-80% of them access supports solely in schools. This means that 78% of Nevada's students do not have access to the direct and consultative services that school psychologists provide. For example, school psychologists help analyze resilience and risk factors of students; deliver mental and behavioral health services; and provide preventative, intervention, and post intervention crisis services through integrated systems of support. And these mental health supports are just a fraction of our skillset and support we provide to schools as school psychologists.

Nevada only has 1 school psychologist training program in the state, and of its graduates, only about 4 practitioners enter the school districts annually. Our current model is not sustainable and will not help us end these shortages. Additional training programs and pipelines are needed. We feel it is the role of the Nevada System of Higher Education to support the development of pathways to school mental health professions, specifically school psychology. Thank you for your time and consideration.

Co-Chair Rose noted she would be taking items on the agenda out of their listed order. Specifically, Co-Chair Rose noted that the Committee would take agenda item 7 earlier in the agenda.

2. For Possible Action – Consideration of January Meeting Minutes:

Member Federico Zaragoza moved approval of the minutes. Member Thigpen seconded the motion. There was no discussion on the motion and the minutes were approved by all members except Mr. Hill who was not present at the time of the vote.

3. Discussion Only – Report from the Co-Chairs: Co-Chair Rose provided a general update on the activities since the last meeting on January 27, 2022.

Co-Chair Rose stated NSHE staff has been preparing materials for this meeting and developing informational items the committee members requested during the last meeting. She stated NSHE recognizes that for many of the committee members background information, institutional research, and assistance with understanding NSHE's four community colleges is necessary. While NSHE may not address all informational requests during the meetings, given the time restraints of this committee

she is dedicated to completing the work of the committee over the next five months. Co-Chair Rose stated she and Co-Chair Hill want to ensure everyone has access to any additional information needed during the committee's work. She thought it would be helpful to ensure each committee member is aware of the NSHE website as well as each of the community college's websites. These sites offer in-depth information on student recruitment and outreach efforts, interesting programs and strategic goals, metrics, and funding information. Co-Chair Rose stated that in mid-March, committee members will receive an e-mail containing links to all the websites with specific reports and dashboards. The data dashboards on the NSHE website are currently under construction. Co-Chair Rose also wants to offer NSHE staff as an additional resource for any information needed by the committee. She requested that committee members reach out if they need clarification and if so, individual meetings can occur to answer questions.

Co-Chair Rose stated she also wanted to use this opportunity to provide updates on her NSHE team. This committee is a portion of NSHE's overall Strategic Initiative Coordination Effort which has moved forward since the last meeting in the following ways:

The Workforce and Talent Development Task Force met and is preparing to finalize their report for the committee's consideration. The Task Force is charged with establishing well-lit pathways for lifetime learners by providing recommendations on stackable credentials, credit for prior learning, and increased opportunities for access for all Nevadans. She stated this work will certainly compliment the work of this committee.

NSHE has announced the remaining Strategic Planning Listening Sessions to occur from now to April, and members of the Committee should have received invitations to attend.

Co-Chair Rose has also established an advisory committee for the NSHE strategic planning process comprised of community leaders throughout the state. This group will meet for the first time on March 14.

Finally, the quarterly meeting of the NSHE Board of Regents will take place on Thursday, March 3 and Friday, March 4. NSHE staff will provide the Regents with updates on the work of the AB 450 Committee.

Member Hill arrived at the meeting. Member Boyce, who had been attending the meeting through Zoom arrived in person at the meeting.

Member Boyce thanked NSHE for providing the background information packet, particularly with respect to making recommendations related to diversity, equity, and inclusion. Member Boyce also noted her appreciation for the information and data provided on the individual institutional websites.

7. **Discussion Only – Proposed Work Plan:** Co-Chair Rose stated the work plan is a fluid document that will be a standing agenda item for the committee to consider and shape moving forward. She noted two items that members can expect to hear presentations on at the March meeting:

- A review of the 2014-2015 Interim Study Concerning Community Colleges; and

- A review of the NSHE Community College Structure and Institutional Advisory Councils

Co-Chair Rose noted she appreciates the support from Governor Sisolak and his team. She stated the announcement the Governor made last week during his State of the State address is evidence of that support and ongoing interest in workforce development. Co-Chair Rose introduced Daniel Stewart, the Chief Strategy Officer from the Governor's Office, and asked him to provide the committee with updates from the Governor's Office that may have a direct impact on the work of the committee.

Mr. Stewart read several remarks from Governor Sisolak's State of the State address into the record as it relates to this committee. Governor Sisolak is focused on the path forward in the post-COVID Nevada and where we go from here. Governor Sisolak also laid out both long and short-term goals. One goal is workforce development and Governor Sisolak spoke specifically to this committee by exploring ways to make community college or other apprentice and training programs free for more Nevadans by 2025. Governor Sisolak asks that this committee explore options to fund community colleges and other apprenticeship training programs in a way so that more Nevadans will be able to access them free of charge by 2025. Determining how to get there will be up to this committee and many other stakeholders throughout Nevada and state government. The Governor is vested and interested in making this goal a reality and his office stands ready to help assist in this endeavor.

Member Zaragoza asked Mr. Stewart if the Governor has determined which one of the models for community colleges would be more viable for Nevada. Mr. Stewart said the Governor has not to his knowledge. The Governor is looking to see what kind of analysis this committee can develop and is open to all options.

Co-Chair Rose thanked Mr. Stewart for his remarks and stated she is thankful for the connectivity to the Governor's Office. As the committee continues its work the workplan will need to be adjusted to reflect this request that has come from the Governor's Office. As President Zaragoza mentioned, there are some distinct models around free community college, and they vary in important ways. Co-Chair Rose said she looks forward to diving into this question further and adjusting the workplan accordingly.

4. **Discussion Only – Report on Committee Materials:** Vice Chancellor, Dr. Constance Brooks to provide an overview of the materials which have been provided to committee members and are also available to members of the public. These materials are:

- Assembly Bill 450
- Links to the NSHE Community College Presidents
- NSHE Funding Formula
- NSHE Strategic Initiative Coordination Effort
- NSHE Strategic Initiative Coordination Effort Presentation
- State Workforce Development Plan
- Nevada Recovery and Resiliency Plan
- National Governor's Association (NGA) Equity Based Strategies
- Community College Institutional Advisory Councils
- Nevada Legislative Reports
 - 2013 Interim Study on Funding for Higher Education
 - 2014-2015 Interim Study on Nevada's Community Colleges

Member Thigpen stated he appreciated the materials.

5. **Discussion Only - Overview of the NSHE Funding Formula:** NSHE Chief Financial Officer, Andrew Clinger provided an overview of the NSHE funding formula, especially as it pertains to community colleges.

CFO Clinger explained the current funding formula is not only for community colleges but also universities. The major components of the funding formula are:

- General Fund: Determines the level of state general fund support for the seven instructional institutions. Non-general fund revenues are not included within the new funding formula and institutions retain all fee and tuition revenues, with no offset to General Fund support
- Focus on Outputs: The primary driver is based on student course completions (outputs), not student enrollment (inputs)
- Discipline Matrix: A matrix is utilized that weights courses based on the relative cost of instruction by discipline and course level
- Weighted Student Credit Hours: Weighted student credit hours are determined by multiplying the weights in the discipline matrix by the number of credit hours
- Application of Weighted Student Credit Hours (WSCH): Funding is based on a dollar amount per WSCH that is the same amount for all teaching institutions
- Non-Resident Students (for tuition purposes) Not Included: Student credit hours from students deemed non-residents are excluded from the formula. Institutions retain non-resident tuition and fees, but do not receive state support for non-resident generated student credit hours
- No Impact on Line-Item Budgets: Funding for the professional schools, as well as NSHE's remaining 14 budget accounts, stay as separate line-item budgets
- Small Institution Factor: A base level of support for administrative costs is provided. The factor provides additional administrative funding to Western Nevada College and Great Basin College due to the small number of students at each institution
- Research Factor: To recognize the research mission at UNR and UNLV, the university discipline matrix includes an additional 10% additional weighting factor that is applied to all upper division undergraduate and graduate credit hours to account for costs related to universities' research mission
- Operation & Maintenance (O&M) of Plant: O&M of the physical plant is included in the base funding for all institutions. An exception is made for certain research facilities at UNLV and UNR that do not directly generate student credit hours

CFO Clinger stated the State of Nevada did not perform their own cost study to look at each of the institutions to determine costs. Instead, the state looked at studies from other states on how costs compare, which is called "cost informed".

Member Bostwick asked CFO Clinger who decides the weights? CFO Clinger stated weights were decided by the legislature when the interim study was conducted in 2011. CFO Clinger stated NSHE did go back in 2017 and requested a change in the weighting for CTE courses which was approved.

Co-Chair Rose stated the conversation prompts her to mention some of the tools this committee may have at their disposal in terms of recommendations. Recently at the NSHE budget presentations, some presidents requested a recalibration of the weighting for particular health fields which are very cost intensive.

CFO Clinger said if the WSCH is adjusted in weights those dollars are simply shifting between the institutions. The exception to that under the funding formula is the research factor and small institution factor.

Co-Chair Rose asked Member Zaragoza to share with the committee some of the pain points within the existing funding formula.

Member Zaragoza stated he believes it is important to look at the funding formula from the context of workforce development and the impact it has on economic development. Especially when looking at demographics in urban areas and high need communities. Things like childcare, and unemployed or underemployed services. He stated the funding formula does not account for those. Member Zaragoza also stated that community colleges have many part-time students, in fact, many are working and trying to complete degree certificates while they are also in the labor market. He stated community colleges are therefore not funded on a calculated basis but instead on a full-time equivalency basis.

Member Zaragoza stated that 70% of the students at CSN are part-time. He said the number of staff support to onboard an individual whether they are full-time or part-time is the same. Member Zaragoza stated open entry institutions that serve all sectors of the community are not degree seeking students. These students do not benefit at all from the funding formula. He stated this creates significant workforce gaps. Nursing programs include a lot of variables – this funding formula costs CSN \$800 per graduate they produce in the nursing area which results in CSN taxing other programs to be able to produce more nurses.

President Hilgersom echoed Member Zaragoza as it relates to part-time students. She stated TMCC has a similar mix and the average credit load for TMCC students is 9, which is on the border of part-time/full-time but because these students have jobs and families, they are unable to take additional credits. President Hilgersom asked for clarifications on the discipline matrix. She stated it looks like a small booklet with hundreds of courses with the weight. Therefore, the freshman/sophomore experience at a two-year college is devalued when many of those students at a two-year college require much more support than the typical university admitted student. President Hilgersom knows of no other state that has a discipline matrix factoring that is quite so specific and has never seen anything quite like it. President Hilgersom suggested the committee might be interested to know when looking at the discipline matrix and they must realize that every weighted student credit hour is multiplied by approximately \$166.00. President Hilgersom also asked CFO Clinger to clarify, when an institution does earn more weighted student credit hours based on their weight that could lead to caseload growth and new money assuming the legislature continues to fund that growth overall for all institutions, is that correct? CFO Clinger confirmed that is correct, to the extent in which institutions generate weighted student credit hours in the count year, with the pandemic and lower enrollments we are potentially looking at that caseload growth table ending up negative. NSHE could end up in a case in fiscal 2022 where institutions have less weighted student credit hours than they did in fiscal year 2020, resulting in negative caseload growth.

Co-Chair Derrick Hill asked CFO Clinger, in a period like we just experienced with the pandemic resulting in lower enrollment is there a process to normalize for anomalies like what we just went through? CFO Clinger stated there is not but as

we have gone through and prepared for the next budget cycle the number one priority, speaking for the institutions is exactly what you speak to, a potential hold-harmless funding so institutions do not see cuts or reductions. The funding formula does not contemplate that but through the process that is certainly something NSHE would request under the current funding formula.

CFO Clinger resumed his PowerPoint Presentation and stated that based on student FTE, it does not account for the number of students going into higher education. Per capita would be a very different chart. For the students that do come through NSHE on an FTE basis compared with the national average, Nevada is funded very well based on fiscal year 2020 data. Since the great recession, higher ed in general in the State of Nevada has been funded very well. Even in 2020, relative to other states compared to the high point in 2006/2007 NSHE has lost state funding over that time. Because higher education in Nevada is relatively affordable the student portions have not grown. CFO Clinger stated the universities with more full-time students result in a higher average weighting per course.

Co-Chair Derrick Hill stated he wonders if there are any additional insights committee members should take out that relate to what Member Zaragoza referred to regarding balancing the funding appropriately for community colleges versus universities. CFO Clinger stated he believes for students who attend community colleges there are the student support services. He stated that is something the funding formula does not consider. CFO Clinger stated, if you have a community college student taking six credits for 1.0 weighted courses that is 6 student credit hours vs. a university student who is taking 15 credits. If they are a freshman and their courses are weighted at 1 that is still more than double the weight for those courses which is why the graph looks the way it does. Co-Chair Hill stated the explanation does answer his question. He said that by looking at it – it almost incentivizes the full-time four-year institution versus the community colleges. CFO Clinger agreed.

Co-Chair Rose stated to be mindful as the committee has these conversations and look for places to hold up the community colleges and invest more deeply in them. She stated she would be remiss since she represents all the institutions, that there is some fear among the four-year institutions that resources may be taken away from the universities to better support the community colleges. Co-Chair Rose does not want to undermine the high-performing four-year institutions while raising up the community colleges. She stated it is important to note this is one of the concerns from the larger NSHE community.

Co-Chair Hill stated that as the committee addresses their work it does seem like an area of discussion.

Co-Chair Rose stated that on the full-time, part-time component, it may be good for the committee to understand there is nationally a challenge around getting students to enroll full-time because when they do, they are more likely to complete. However, community college students are traditionally a different student population and that is the reality of the complexity of their lives. She stated that while the committee may see a national dialogue around how to support these students to get closer to full-time enrollment, we also have to take them where they are and support them as they are.

CFO Clinger stated he does not think taking the current formula and adjusting weights is the answer because the money is simply shifting around. He stated that by raising the weights at community colleges you would be taking money from the universities.

Co-Chair Hill thanked CFO Clinger and agreed the committee needs to find a way to fund community colleges in a way where the community college presidents can fulfill their mission which is workforce development.

CFO Clinger stated he also would like to touch bases on the performance pool. He stated the metrics are designed to reward performance that contributes to the goals of the Board of Regents and the needs of the state. The current formula cut 20 percent and put those monies within a performance pool in which the institutions can earn it back. CFO Clinger stated it is important to understand that because in the 2021 legislative session, there were legislators who thought the institutions should not count on that money. CFO Clinger stated NSHE had to explain that if the performance pool dollars are taken away, it results in a 20 percent cut to the budget. He stated these are not incentive funds or a pool of funds where colleges who exceed receive extra funding. Institutions are earning back what the funding formula already determined they should have.

Co-Chair Rose asked if there were any questions or comments. Member Boyce thanked CFO Clinger for the information and asked if there is a carve out for at-risk populations which require different supports? CFO Clinger stated there is not, Nevada's funding formula only focuses on the courses.

Member Ebert also thanked CFO Clinger for the presentation. She stated she appreciates seeing how Nevada is funded in higher education compared to the rest of the nation. This drastically differs from how K-12 in Nevada is funded compared to the rest of the nation.

Co-Chair Rose commented when she and CFO Clinger presented the budgets during the 2021 legislative session she was pleased and thanked the legislature for their investment. She said she is also grateful to the Board of Regents for keeping the tuition and fees lower than the national average. Students in Nevada enjoy a lower than median price point. Nevada also has tuition predictability, which is important, especially for at-risk families. Co-Chair Rose stated that while it is an equity-based decision and a positive for our students, it does leave the institutions with lower-than-average fees which results in lower-than-average operating dollars for their campuses. Co-Chair Rose stated this also results in conversations around compensation and other real operating expenses and does come at a cost for the institutions. She stated that NSHE is facing some challenging employee needs which also must be addressed.

Co-Chair Rose called for a five-minute break at approximately 4:40pm.
Co-Chair Hill called the meeting back to order at approximately 4:45pm.

6. Discussion Only – Community College Workforce Certificate Productivity:

Co-Chair Hill stated the committee will be hearing from community college leaders in the state. He stated that a version of the upcoming presentation was first provided to the NSHE Board of Regents during their quarterly meeting in

December 2021. The information provided by NSHE leaders was extremely important and is valuable to this committee's considerations here as well.

Western Nevada College (WNC) Chief Academic Officer Dr. Kyle Dalpe provided the committee with the credential definitions typically associated with community colleges:

- Associate Degrees (60+ credits)
- Certificate of Achievement (30+ credits)
- Skills Certificate (9-30 credits requiring an industry recognized credential built in)

College of Southern Nevada (CSN) Chief Academic Officer Dr. James McCoy provided a productivity chart referencing the different levels of credentials of value by each institution. Dr. McCoy showed an uptick in associate degree earners and a modest uptick in skills certificates at CSN.

Dr. McCoy stated the mission at CSN is to continue to be a transfer opportunity for students. Ensuring that what industry and business indicate they need for a hireable workforce is what the community colleges are producing in the curriculum. He stated that CSN will potentially offer a short-term accelerated program where a student earns a skills certificate in a few credits and earning industry recognized credentials.

The three major buckets in CSN's path forward are:

- Build an Academic Master Planning Framework with a Stackable Credential Approach
- Skills Certificates under 9 Credits that meet business and industry needs
- Intentional Dual Credit Pathways for high school students focused on a CTE pathway and ensuring these students can get college credit at the same time

Dr. McCoy also spoke to the ability to benefit GED seeking students. He stated that while these students are at CSN earning their GED the goal is to ensure they are also experiencing college level coursework simultaneously. If we can leverage as a state a scaled approach to the ability to benefit model where current GED students across the community colleges are provided with an access point to prove that they are college ready by engaging in college level courses through "dual enrollment", and they successfully complete 6 college credits they are now eligible for federal financial aid while they are still pursuing their GED.

Alignment to NV Industry Sector Growth Areas in terms of the industries that are driving economic mobility in Nevada. It is important for our community colleges to align all our growth potential, all of the new programming directly to the industry sectors that are in growth mode.

Great Basin College (GBC) Vice President for Student and Academic Affairs Mr. Jake Rivera stated GBC saw a small increase of 1.2 percent in skills certificates between 2014-15 and 2019-20, a 273 percent increase in certificate of achievements over 10 years, a 38 percent increase in associate degrees over 10 years and 110 percent increase in bachelor's degrees over 10 years.

Mr. Rivera stated GBC offers 15 skills certificates and another 18 certificates of achievement in the areas of business, technology, education, health sciences, and CTE. In addition, GBC is the only NSHE institution offering a transferrable general

certificate of achievement for dual enrollment students.

GBC is responding to Rural Nevada's Workforce needs by providing short- and long-term training programs that create a productive workforce. The CTE enhancement funding the legislature approved allowed for several CTE programs to expand their offerings which allowed GBC to meet industry demands across their service area. More recently, industry asked for programs that address new technologies surrounding autonomous equipment operations. GBC is looking at short-term existing pathways for students that may fit into the broader program as a new BAS degree in engineering technology, which they hope to begin offering next fall.

Challenges for community colleges looking to increase their certificate enrollments are:

- Creating both stackable and portable credentials
- Labor-Market Driven
- Transferability of Courses to 4-year institutions
- Industry creating their own training programs
- Equity Lens
- Financial Aid

Truckee Meadows Community College (TMCC) Vice President of Academic Affairs Dr. Jeffrey Alexander shared TMCC's data. He stated the Jacobs Program is a donor-funded CTE support program specifically for unemployed and underemployed adult learners who wish to pursue a career in technical education pathways.

Dr. Alexander stated that certificates of achievement are achieved in smaller numbers by design. The thought is to attract students and provide progression to larger awards.

Western Nevada College (WNC) Chief Academic Officer Dr. Kyle Dalpe finished the presentation by providing WNC's data. He stated that WNC was able to increase skills certificates through a relationship with an apprenticeship partner who asked for an associate degree.

8. Discussion Only – Items for Future Agendas:

Member Zaragoza stated the mission aligns to the conversation of workforce development. A lot of the workforce development conversations are on the demand side and not the supply side. This committee really needs to understand both sides of the equation to make good decisions. Therefore, he would like to see this on a future agenda.

9. Information Only – Public Comment:

None

Co-Chair Rose thanked President Zaragoza and the team at College of Southern Nevada for hosting the committee and providing logistical and technical assistance. In addition, a thank you to NSHE and SCS staff for providing support in putting these meetings together and logistical support.

Meeting Adjournment: The meeting adjourned at order at 5:25 PM.

Community Colleges

BULLETIN NO. 15-4



**COMMITTEE TO CONDUCT AN INTERIM STUDY CONCERNING
COMMUNITY COLLEGES**

BULLETIN NO. 15-4

JANUARY 2015

TABLE OF CONTENTS

	<u>Page</u>
Summary of Recommendations.....	iii
Report to the 78th Session of the Nevada Legislature by the Committee to Conduct an Interim Study Concerning Community Colleges	1
I. Introduction	1
II. Committee Activities	2
III. Discussion of Testimony and Recommendations for the State of Nevada	2
A. Community College Governance.....	3
B. Support for Academic Program Alignment	5
C. Workforce Development Grants.....	6
D. Need-based Financial Aid	6
IV. Conclusion	7
V. Appendices	9

SUMMARY OF RECOMMENDATIONS

COMMITTEE TO CONDUCT AN INTERIM STUDY CONCERNING COMMUNITY COLLEGES

Senate Bill 391
(Chapter 494, *Statutes of Nevada 2013*)

This summary presents the recommendations adopted by the Committee to Conduct an Interim Study Concerning Community Colleges at its June 17, 2014, meeting. The Committee submits the following recommendations and bill draft requests (BDRs) to the 78th Session of the Nevada Legislature.

RECOMMENDATIONS FOR LEGISLATION

Need-based Financial Aid

1. Draft legislation to create a State-supported, need-based \$5 million grant program for the 2015–2017 Biennium, to provide financial aid to low-income students attending community colleges and the Nevada State College. **(BDR –593)**

Workforce Development Grants

2. Draft legislation to establish a \$6 million workforce development rapid response investment fund for the 2015–2017 Biennium, intended to assist community colleges in establishing new programs to address workforce needs outside of the biennial budget process. **(BDR –592)**
3. Draft legislation to establish a \$3.5 million science, technology, engineering, and mathematics (STEM) workforce challenge grant program for the 2015–2017 Biennium, which would award funds to regional consortia to support the development and implementation of STEM programs in postsecondary education. **(BDR –594)**

COMMITTEE ACTIONS

In addition, the Committee directed its staff to:

4. Draft a letter to the Board of Regents (Board) of the Nevada System of Higher Education (NSHE) expressing support for NSHE's shared services initiative, the Nevada College Collaborative, and the concept of community colleges operating as a system within a system. The letter will request NSHE to provide a report to the Legislature on all actions taken in this regard prior to the commencement of the 2015 Legislative Session.

5. Draft a letter to the Board expressing support for the creation of a vice chancellor position within NSHE to act as a coordinator of community colleges and an advocate for the colleges within the system, as well as the establishment of a standing committee of the Board specifically focused on community colleges. The duties of the new vice chancellor should include, but not be limited to: (1) the coordination of transfer and articulation agreements; (2) involvement with the industry sector councils and other initiatives to align workforce development needs with community college programs; and (3) the development of programs to increase alignment with K-12 education, including advanced placement courses, career and technical education, dual enrollment, and remedial education. The letter will also request NSHE to provide the Legislature with a report on all actions taken to address the vice chancellor position and the standing committee of the Board no later than December 31, 2014.
6. Draft a statement of support in the final Committee report for the expansion of: (1) advanced placement courses; (2) dual credit courses, including apprenticeships and certificate opportunities; and (3) community college high schools, in order to create additional opportunities for high school students to earn college credits on more campuses and align K-12, community college, and university courses to eliminate students taking duplicative coursework.
7. Draft a letter to NSHE requesting the community colleges to review the various advisory boards and committees that provide input to the colleges on such matters as coursework, curriculum, and program development to ensure the boards and committees are effective and not duplicative. The letter will request that NSHE report on the findings of the review to the Legislature on or before December 31, 2014. This report should also address whether or not the various boards and committees are involved with workforce development and, if so, provide an indication of whether the board or committee is aligned with one or more of the industry sector councils.
8. Draft a letter to the members of the 2015 Nevada Legislature forwarding all policy briefs, presentations, and reports submitted by the Lincy Institute for the members' consideration, no later than December 31, 2014.

**REPORT TO THE 78TH SESSION OF THE NEVADA LEGISLATURE BY THE
COMMITTEE TO CONDUCT AN INTERIM STUDY CONCERNING
COMMUNITY COLLEGES**

I. INTRODUCTION

The Committee to Conduct an Interim Study Concerning Community Colleges was created by the 2013 Nevada Legislature's enactment of Senate Bill 391. (see Appendix A for a copy of the measure.)

The bill provides a legislative declaration concerning the importance of community colleges to the State's economic development efforts; their presence in underserved rural communities; and their responsive nature to needs of employers and the surrounding communities within their service areas. It sets forth the scope of review of the Committee, including the option of shifting the administration of the community colleges (see Sections 1.5 and 3.2(e) of S.B. 391) to another governmental entity and, if it is deemed advisable to do so, the Committee is required to identify the best method of making such a transfer. Should such a transfer be deemed inadvisable, the measure calls for a review of other options for improving the governance structure and funding methods for Nevada's community colleges.

Members of the Committee during the 2013–2014 Interim included the following legislators:

Senator Joyce Woodhouse, Chair
Assemblyman Paul Aizley, Vice Chair
Senator Barbara K. Cegavske
Senator Debbie Smith
Assemblyman Pat Hickey
Assemblywoman Marilyn Kirkpatrick

Legislative Counsel Bureau (LCB) staff services were provided by:

Kelly S. Richard, Principal Research Analyst, Research Division
H. Pepper Sturm, Interim Research Director, Research Division
Diane C. Thornton, Senior Research Analyst, Research Division
Alex Haartz, Principal Deputy Fiscal Analyst, Fiscal Division
Brody Leiser, Program Analyst, Fiscal Division
Brenda J. Erdoes, Legislative Counsel, Legal Division
Karly O'Krent, Deputy Legislative Counsel, Legal Division
Christina Harper, Senior Research Secretary, Research Division
Sally Trotter, Principal Administrative Assistant, Research Division

II. COMMITTEE ACTIVITIES

Senate Bill 391 required the Committee to appoint two subcommittees to assist with the study: (1) the Subcommittee on Governance and Funding, which consisted of representatives of local government; the Board of Regents of the University of Nevada (Board); K-12 public education; legislators from the Committee; and individuals appointed by the Committee Chair; and (2) the Subcommittee on Academics and Workforce Alignment, which consisted of representatives of business and economic development sectors, including rural representatives; the Board; the Department of Employment, Training and Rehabilitation; legislators from the Committee; and individuals appointed by the Committee Chair.

The full Committee met for the first time in January 2014 and held a final work session on June 17, 2014. Both meetings were held at the Grant Sawyer State Office Building in Las Vegas and videoconferenced to the Legislative Building in Carson City and Great Basin College in Elko. In between meetings, the two subcommittees conducted hearings concerning the topics to which they were assigned. The Subcommittees' reports to the full Committee are attached to this report as Appendix B. The agendas, summaries of testimony, and exhibits for meetings of the full Committee and both Subcommittees are available online at: <http://www.leg.state.nv.us/interim/77th2013/committee/>.

Throughout the course of the study, the Committee and Subcommittees were provided with formal presentations in addition to expert and public testimony focused on the governance of community colleges and the alignment of community colleges with the needs of Nevada's workforce. Presentation topics included: (1) alignment with workforce and economic development goals; (2) alignment of K-12 career and technical education with college preparatory programs; and (3) models and best practices of governance throughout the states.

During its final meeting and work session, the Committee adopted three recommendations as bill draft requests (BDRs) for consideration during the 2015 Session of the Nevada Legislature. These recommendations for legislation include BDRs concerning need-based financial aid for students attending Nevada's community colleges and Nevada State College, and workforce development grants. The BDRs are compiled in Appendix E.

III. DISCUSSION OF TESTIMONY AND RECOMMENDATIONS FOR THE STATE OF NEVADA

Several topics were reviewed and discussed at the meetings of the Committee and Subcommittees. This section provides background information and discusses only those issues for which recommendations were made. These issues relate to:

- A. Community College Governance;
- B. Support for Academic Program Alignment;
- C. Workforce Development Grants; and
- D. Need-based Financial Aid.

A. Community College Governance

Governance Models—During its first meeting, the Committee heard a presentation from Aims C. McGuinness Jr., Ph.D., Senior Associate, National Center for Higher Education Management Systems, on the various models of governance and funding for higher education throughout the states, including the historical origins of the models. Some of these models included separate centralized systems for community colleges, community colleges operating under regional authorities, and distinct divisions for community colleges within the same system as universities. Dr. McGuinness also testified at a meeting of the Subcommittee on Governance and Funding, where he provided additional details on certain models.

Members of both Subcommittees discussed the benefits and costs of each of the models of governance and, after some deliberation, gravitated toward a model that involves coordination of community colleges within the existing higher education system by a central office or high-level official. Dr. McGuinness indicated other states had been successful in implementing such a model and recommended it for the Nevada System of Higher Education (NSHE) as a cost-effective way to increase the level of coordination between the community colleges as well as ensure additional consideration was given to those institutions by the Board and system office.

In 2013, NSHE undertook a study to examine the costs and benefits related to the sharing of non-student related services by the three northern community colleges (Great Basin College, Truckee Meadows Community College, and Western Nevada College). The goal of the study was to identify potential cost savings realized through the elimination of redundant processes, systems, and organizations providing “back-office” services to the colleges. The consultant conducting the study gave a presentation during the Committee’s first meeting on the potential outcomes identified by the study and outlined how the system would move forward to pursue the initiative, now called the Nevada College Collaborative. In April 2014, the Board hired Frank R. Woodbeck, then Director of Nevada’s Department of Employment, Training and Rehabilitation, to serve as the Executive Director of the Nevada College Collaborative, reporting to the Chancellor.

The Chancellor also relayed the commitment of the Board to have a standing agenda item for community colleges for each regular meeting. Evidence of these endeavors provided members of the Subcommittees assurance that community colleges would receive additional resources from NSHE and the Board in the future. Both the Subcommittees recommended the full Committee support the Nevada College Collaborative and continued governance of the community colleges by the Board, with the understanding the community colleges would operate as a system within a system, coordinated by a vice chancellor level office, which would act as an advocate for those colleges with the Board and within NSHE.

Following discussion of the Subcommittees' recommendations, the Committee agreed to:

Draft a letter to the Board of NSHE expressing support for NSHE's shared services initiative, the Nevada College Collaborative, and the concept of community colleges operating as a system within a system. The letter will request NSHE to provide a report to the Legislature on all actions taken in this regard prior to the commencement of the 2015 Legislative Session.

AND

Draft a letter to the Board expressing support for the creation of a vice chancellor position within NSHE to act as a coordinator of community colleges and an advocate for the colleges within the system, as well as the establishment of a standing committee of the Board specifically focused on community colleges. The duties of the new vice chancellor should include, but not be limited to: (1) the coordination of transfer and articulation agreements; (2) involvement with the industry sector councils and other initiatives to align workforce development needs with community college programs; and (3) the development of programs to increase alignment with K-12 education, including advanced placement courses, career and technical education, dual enrollment, and remedial education. The letter will also request NSHE to provide the Legislature with a report on all actions taken to address the vice chancellor position and the standing committee of the Board no later than December 31, 2014.

Advisory Boards and Committees—At its final meeting and work session, the Subcommittee on Academics and Workforce Alignment discussed the large number of advisory boards and committees providing guidance to various entities within the community colleges. Testimony revealed oftentimes the input provided was redundant and unnecessary in certain areas, while other areas, such as new, industry-specific program development, did not receive enough direction. The Subcommittee recommended the full Committee request the community colleges, through NSHE, to conduct a review on the effectiveness and necessity of their various advisory boards and committees.

Following deliberation on this issue, the Committee approved the following action:

Draft a letter to NSHE requesting the community colleges review the various advisory boards and committees that provide input to the colleges on such matters as curriculum, coursework, and program development to ensure the boards and committees are effective and not duplicative. The letter will request NSHE to report on the findings of the review to the Legislature on or before December 31, 2014. This report should address whether or not the various boards and committees are involved with workforce development and, if so, give an indication of whether the board or committee is aligned with one or more of the industry sector councils.

Lincy Institute Study— Each Subcommittee solicited recommendations from interested parties to be considered during its final meeting and work session. At its June 9, 2014, meeting, the Subcommittee on Governance and Funding received information concerning a study conducted by The Lincy Institute at the University of Nevada, Las Vegas on community college governance. Magdalena Martinez, Ph.D., Director of Education Programs at the Institute, presented two policy briefs titled, “Understanding Nevada’s Higher Education Governance for Two-Year Colleges: Challenges and Solutions” and “The Case for a New College Governance Structure in Nevada: Integrating Higher Education with Economic Development.”

The policy briefs provide historical information concerning the governance of Nevada’s two-year colleges; an overview of governance models used in other states; and a proposal to modify the governance structure of Nevada’s community colleges to promote the State’s economic development goals. Because the proposal was not provided until the Subcommittee’s final meeting and work session, the Subcommittee on Governance and Funding did not take action on the recommendations outlined by Dr. Martinez. However, during the final meeting and work session of the full Committee, Senator Cegavske requested the research, policy briefs, and recommendations provided by The Lincy Institute be forwarded to the members of the 2015 Nevada Legislature for the members’ consideration.

After discussion, the Committee agreed to:

Draft a letter to the members of the 2015 Nevada Legislature forwarding all policy briefs, presentations, and reports submitted by the Lincy Institute for the members’ consideration, no later than December 31, 2014.

B. Support for Academic Program Alignment

Expansion of College Programs for High School Students—The Subcommittee on Academics and Workforce Alignment heard lengthy testimony concerning the benefits of allowing high school students to participate in programs awarding credit for postsecondary work, resulting in credits toward college degrees, apprenticeships, or certificate programs. Students enrolled in these programs were reported to not only graduate from high school at higher rates, but also demonstrate more success in college than students without exposure to postsecondary coursework. Chris Giunchigliani, Commissioner, Clark County, a member of the Subcommittee on Governance and Funding, requested the Committee support the expansion of advanced placement courses, dual credit courses, and community college high schools to allow more students to take advantage of these programs.

Following deliberation on this issue, the Committee approved the following action:

Draft a statement of support in the final Committee report for the expansion of: (1) advanced placement courses; (2) dual credit courses, including apprenticeships and certificate opportunities; and (3) community college high schools, in order to create

additional opportunities for high school students to earn college credits on more campuses and align K-12, community college, and university courses to eliminate students taking duplicative coursework.

C. Workforce Development Grants

Workforce Development Rapid Response Fund—Both Subcommittees received testimony concerning the need to align community college programs with the industry sectors targeted by the State’s economic development efforts. Frank R. Woodbeck, Executive Director, Nevada College Collaborative, NSHE, proposed the creation of a grant program to assist community colleges in responding to requests to develop or modify curricula to meet workforce development needs more quickly than allowed by the biennial budget process. Grant funds could be used to develop curriculum, purchase equipment, or provide up to two years’ salary and benefits for key instructors. Mr. Woodbeck testified that several other states were using similar grant funds to fast-track curriculum development.

Science, Technology, Engineering and Math (STEM) Workforce Challenge Grant—Mr. Woodbeck also proposed the establishment of a grant program to award funds to regional consortia to align postsecondary education and skills training with workforce demands. The grant program would support the development and implementation of programs to meet the needs of local or regional STEM industries. Grant awards would require matching outside funds from private for-profit or nonprofit sources and programs must demonstrate the ability to become self-sustaining in order to be eligible for funding.

After discussion, the Committee approved the following action:

Draft legislation to establish a \$6 million workforce development rapid response investment fund for the 2015–2017 Biennium, intended to assist community colleges in establishing new programs to address workforce needs outside of the biennial budget process. (BDR –592)

AND

Draft legislation to establish a \$3.5 million STEM workforce challenge grant program for the 2015–2017 Biennium, which would award funds to regional consortia to support the development and implementation of STEM programs in postsecondary education. (BDR –594)

D. Need-Based Financial Aid

Crystal Abba, Vice Chancellor, Academic and Student Affairs, NSHE, provided information to the Subcommittee on Governance and Funding concerning need-based financial aid for students of Nevada’s community colleges and the Nevada State College. Data provided by NSHE demonstrated Nevada ranked lowest among all states in two-year college participation rates for students from low-income families. The system attributed this to the

percentage of total family income required for a low-income student to attend one year at a Nevada community college (62.4 percent in 2011, after deducting support provided by other financial aid programs).

Ms. Abba proposed creation of a state-supported, need-based financial aid grant program for the 2015–2017 Biennium to assist low-income students attending a community college or the Nevada State College. As proposed, the grant program utilizes federal methodology and criteria to identify students with financial need who are academically prepared for college-level coursework. The cost of the program would be \$5 million over the biennium, and eligible students could be awarded up to \$2,000 per semester, if enrolled full-time. The Subcommittee deferred taking formal action concerning the proposal and recommended the full Committee membership consider NSHE’s request during its final meeting and work session.

Following deliberation on this issue, the Committee approved the following action:

Draft legislation to create a State-supported, need-based \$5 million grant program for the 2015–2017 Biennium to provide financial aid to low-income students attending community colleges and the Nevada State College. (BDR –593)

IV. CONCLUSION

This report presents a summary of the bill drafts requested by the Committee for discussion before the 2015 Nevada Legislature and other Committee actions to express its position on important matters.

V. APPENDICES

	<u>Page</u>
Appendix A	
Senate Bill 391 (Chapter 494, <i>Statutes of Nevada 2013</i>)	11
Appendix B	
Reports of Subcommittees	17
Appendix C	
Letter From NSHE Responding to Committee Recommendations.....	23
Appendix D	
Community College Active Advisory Boards.....	27
Appendix E	
Suggested Legislation.....	33

APPENDIX A

Senate Bill 391 (Chapter 494, *Statutes of Nevada 2013*)

Senate Bill 391
(Chapter 494, *Statutes of Nevada 2013*)

Senate Bill No. 391—Senators Cegavske, Goicoechea, Hammond,
Hutchison, Roberson, Gustavson, Hardy and Settelmeyer

CHAPTER.....

AN ACT relating to education; directing the Legislative Commission to appoint a committee to conduct an interim study concerning the governance structure of and funding methods for community colleges in this State; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law provides for the administration of community colleges by the Board of Regents of the University of Nevada within the Nevada System of Higher Education. (NRS 396.020) Section 2 of this bill directs the Legislative Commission to appoint a committee to conduct an interim study concerning the governance structure of and funding methods for community colleges in this State. Section 3 of this bill requires the committee to appoint two or more subcommittees, including the Subcommittee on Governance and Funding and the Subcommittee on Academics and Workforce Alignment, and to develop the mission and duties of each subcommittee. Section 3.5 of this bill requires the Legislative Counsel Bureau and the Nevada System of Higher Education to provide administrative and technical assistance to the committee and its subcommittees at the request of the Chair of the committee.

EXPLANATION - Matter in **added matter** is new; matter between brackets ~~repealed matter~~ is repealed to be omitted.

**THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:**

Section 1. The Legislature hereby finds and declares that:

1. The Nevada System of Higher Education, which is governed by the Board of Regents of the University of Nevada, encompasses several different types of institutions of higher education, including, without limitation, community colleges;
2. Community colleges are a key component of the State Plan for Economic Development developed by the Executive Director of the Office of Economic Development;
3. Certain community colleges have a regional presence for vast areas of rural Nevada;
4. Recent economic problems in this State highlight the need for community colleges to be responsive to the students, business communities and regions of this State that they serve; and
5. It is important to determine whether a new method of governing and funding community colleges in this State is necessary to improve and advance the purpose of the State's community colleges.



Sec. 2. 1. The Legislative Commission shall appoint a committee to conduct an interim study concerning the governance structure of and funding methods for community colleges in this State.

2. The committee must be composed of six Legislators as follows:

(a) Two members appointed by the Majority Leader of the Senate;

(b) Two members appointed by the Speaker of the Assembly;

(c) One member appointed by the Minority Leader of the Senate; and

(d) One member appointed by the Minority Leader of the Assembly.

3. The Majority Leader of the Senate shall appoint a Chair and Vice Chair of the committee.

4. The committee shall consult with and solicit input from persons and organizations with expertise in matters relevant to the governance structures of and funding methods for community colleges in this State.

5. The committee shall submit a report of its findings, including, without limitation, any proposed changes to the governance structure of or funding methods for community colleges in this State and any recommendations for legislation, to the 78th Session of the Nevada Legislature.

Sec. 3. In studying the governance structures of and funding methods for community colleges in this State, the committee appointed pursuant to section 2 shall:

1. Appoint two or more subcommittees, which must include:

(a) The Subcommittee on Governance and Funding, which consists of:

(1) Three members who are members of the committee appointed pursuant to section 2 of this act, appointed by the Chair of the committee;

(2) One member who is a member of the Board of Regents of the University of Nevada, appointed by the Chair of the Board;

(3) One member who is a representative of K-12 education, appointed by the Superintendent of Public Instruction;

(4) Two members who are representatives of local governments, appointed by the Nevada Association of Counties, or its successor organization;

(5) One member who is a representative of local governments, appointed by the Nevada League of Cities, or its successor organization; and



(6) Any other members appointed by the Chair of the committee.

(b) The Subcommittee on Academics and Workforce Alignment, which consists of:

(1) Three members who are members of the committee appointed pursuant to section 2 of this act, appointed by the Chair of the committee;

(2) One member who is a member of the Board of Regents of the University of Nevada, appointed by the Chair of the Board;

(3) Three members who are representatives of the business and economic development communities of this State, one of whom must be a representative of northern Nevada, one of whom must be a representative of southern Nevada and one of whom must be a representative of rural Nevada, appointed by the Executive Director of the Office of Economic Development;

(4) One member who is a representative of the Department of Employment, Training and Rehabilitation, appointed by the Director of the Department; and

(5) Any other members appointed by the Chair of the committee.

2. Develop the mission and duties of each subcommittee appointed pursuant to subsection 1, which must include, without limitation:

(a) Reviewing national best practices of governance of and funding methods for community colleges;

(b) Examining effective relationships among local school districts, workforce development and community colleges and making recommendations concerning how this State can strengthen such relationships to improve student achievement;

(c) Examining effective relationships between business and industry and community colleges and making recommendations concerning how this State can strengthen such relationships to better prepare students for entry into the workforce;

(d) Reviewing the mission of each community college in this State, which must include a determination of whether, over the 10-year period immediately preceding the review, the mission of the community college has changed and whether changes to the academic programs of the community college have enhanced or undermined that mission; and

(e) Determining whether it is advisable to transfer the administration of community colleges from the Board of Regents of the University of Nevada to another governmental entity and:



(1) If such a transfer is determined to be advisable, determining the best methods of accomplishing the transfer; and

(2) If such a transfer is determined not to be advisable, determining whether there are other options available that would improve the governance structure of and funding methods for community colleges.

Sec. 3.5. The Legislative Counsel Bureau and the Nevada System of Higher Education shall provide administrative and technical assistance to the committee appointed pursuant to section 2 of this act and its subcommittees as requested by the Chair of the committee.

Sec. 4. This act becomes effective on July 1, 2013.



APPENDIX B

Reports of Subcommittees

MARILYN K. KIRKPATRICK
ASSEMBLYWOMAN
District No. 1

SPEAKER OF THE ASSEMBLY

COMMITTEES:
Vice Chair
Commerce and Labor
Member
Taxation
Ways and Means



State of Nevada Assembly

Seventy-Seventh Session

DISTRICT OFFICE:

4747 Showdown Drive
North Las Vegas, Nevada 89031-2132
(702) 655-0332
Cell: (702) 767-1315

LEGISLATIVE BUILDING:

401 South Carson Street
Carson City, Nevada 89701-4747
Office: (775) 684-8509
Fax No.: (775) 684-8533
Email: Marilyn.Kirkpatrick@asm.state.nv.us
www.leg.state.nv.us

June 10, 2014

Senator Joyce Woodhouse, Chair
Committee to Conduct an Interim Study Concerning Community Colleges
246 Garfield Drive
Henderson, Nevada 89074-1027

Dear Chair Woodhouse:

On June 2, 2014, the Subcommittee on Academics and Workforce Alignment held its final meeting and work session. During the meeting, the Subcommittee voted to forward several recommendations to the Committee to Conduct an Interim Study Concerning Community Colleges. The purpose of this letter is to convey those recommendations to you for your consideration and possible inclusion in the work session of the full Committee.

Vice Chancellor of Community Colleges. The idea of supporting a position within NSHE to act as a liaison and coordinator for community colleges has been discussed since the first meeting of your Committee. Our Subcommittee had several conversations concerning the creation of this position and felt strongly that the Vice Chancellor position should be considered by the full Committee during its final meeting. In our discussions, we identified several issues that the Committee may wish to consider, including: the position's reporting structure, job duties, accountability, and preservation of independence for position. The members voted to recommend to the full Committee that the position be created within NSHE.

Support for Programs Allowing High School Students to Earn College Credit. The Subcommittee received a letter from Senator Smith, Chair, Subcommittee on Governance and Funding, containing recommendations submitted by Clark County Commissioner Chris Giunchigliani related to academics and workforce alignment. After discussion, the members voted to express support for the recommendations, which include the expansion of community college high schools to create high school student opportunities on more campuses, and the expansion of dual credit courses, including apprenticeships and certificate opportunities. The members also expressed support of the expansion of advance placement courses in Nevada high schools.

Senator Joyce Woodhouse
Page 2
June 10, 2014

Advisory Boards and Committees. The final recommendation addresses the various advisory boards and committees providing input to community colleges on such matters as curriculum and course and program development. The members voted to recommend to the Committee that a review of all boards and committees be conducted by the community colleges to ensure they are effective and not duplicative, and that a report on the findings on the review be provided to the 2015 Session of the Nevada Legislature.

Please contact me if you have any questions regarding any of the recommendations outlined in this letter.

Sincerely,

A handwritten signature in black ink, appearing to read "Marilyn K Kirkpatrick". The signature is fluid and cursive, with the first name "Marilyn" and the last name "Kirkpatrick" clearly distinguishable.

Assemblywoman Marilyn Kirkpatrick, Chair
Subcommittee on Academics and Workforce Alignment
Committee to Conduct an Interim Study Concerning Community Colleges

MK/ch:W142288

cc: Kelly Richard, Senior Research Analyst, Research Division, LCB

DEBBIE SMITH

SENATOR

District No. 13

ASSISTANT MAJORITY LEADER

COMMITTEES:

Chairman

Finance

Vice Chair

Health and Human Services

Member

Revenue and
Economic Development



State of Nevada Senate

Seventy-Seventh Session

DISTRICT OFFICE:

1285 Baring Boulevard, No. 402
Sparks, Nevada 89434-8673

Office: (775) 233-2905

Fax No.: (775) 331-9064

Email: Debbie.Smith@sen.state.nv.us

Twitter: @SenDebbieSmith

LEGISLATIVE BUILDING:

401 S. Carson Street
Carson City, Nevada 89701-4747

Office: (775) 684-1433 or

(775) 684-1400

Fax No.: (775) 684-6522

Email: Debbie.Smith@sen.state.nv.us

www.leg.state.nv.us

June 13, 2014

Senator Joyce Woodhouse, Chair

Committee to Conduct an Interim Study Concerning Community Colleges

246 Garfield Drive

Henderson, Nevada 89074-1027

Dear Chair Woodhouse,

At the conclusion of its June 9, 2014, meeting, the Governance and Funding Subcommittee of the Committee to Conduct an Interim Study Concerning Community Colleges approved two recommendations for consideration by the Committee at its June 17, 2014, final meeting. The purpose of this letter is to convey those recommendations to you for your consideration and possible inclusion in the work session of the full Committee. The two recommendations that the Subcommittee unanimously adopted are:

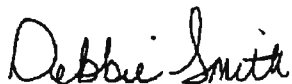
1. The Committee send a letter to the Board of Regents recommending that under the Board of Regents direction, the community colleges operate as a "system within a system" and from a statewide, shared services perspective on issues such as grant funding, academics and workforce development; and
2. The Committee send a letter to the Board of Regents and Chancellor recommending that the Board of Regents establish a Vice Chancellor of Community Colleges position, and that the Board of Regents establish a standing committee focused specifically on community colleges.

Additionally, the Governance and Funding Subcommittee heard testimony and discussed three additional recommendations that were forwarded from the Subcommittee on Academics and Workforce Alignment, as presented in a letter from Assemblywoman Marilyn Kirkpatrick, Chair, dated June 4, 2014. While the Governance and Funding Subcommittee did not take action on these three items (as noted below), members did concur that two of the three recommendations should be forwarded for consideration by the full Committee. The three recommendations are as follows:

1. State Funding for Workforce Grant Programs: Consider recommending funding or support for either or both a Rapid Response Investment Fund (\$6.0 million for 2015-17 biennium) and STEM Challenge Grant Program (\$3.5 million for 2015-17 biennium). Both items were presented by the Nevada System of Higher Education. *Because this proposal was presented to the Subcommittee at the Subcommittee's Work Session, the Subcommittee took no formal action other than concurring that the proposal should be forwarded for consideration by the full Committee.*
2. Support for Need-Based Student Financial Aid: Consider supporting the establishment of a state-funded, need-based financial aid program for students. (\$5.0 million over the 2015-17 biennium). This item was presented by the Nevada System of Higher Education. *Because this proposal was presented to the Subcommittee at the Subcommittee's Work Session, the Subcommittee took no formal action other than concurring that the proposal should be forwarded for consideration by the full Committee.*
3. Support for Certain Tuition Freezes/Guarantees to Promote Completion: Promote student completion by freezing/guaranteeing the cost of attendance for 3 years or earning of degree/certificate, whichever is shorter. *The Subcommittee did not take action on this item as the Chancellor of the Nevada System of Higher Education testified that existing Board of Regents' policy allows for these types of initiatives by individual institutions.*

Please contact me if you have any questions.

Sincerely,



Senator Debbie Smith, Chair
Subcommittee on Governance and Funding,
Committee to Conduct an Interim Study Concerning Community Colleges

cc: Assemblywoman Marilyn Kirkpatrick, Chair, Subcommittee on Academics and Workforce Alignment
Kelly Richard, Senior Research Analyst, Research Division, LCB
Alex Haartz, Principal Deputy Fiscal Analyst, Fiscal Analysis Division, LCB

APPENDIX C

Letter From NSHE Responding to Committee Recommendations

Nevada System of Higher Education

www.nevada.edu

System Administration
4300 S. Maryland Parkway
Las Vegas, NV 89119
Phone: 702-889-8426
Fax: 702-889-8492



System Administration
2601 Enterprise Road
Reno, NV 89512
Phone: 775-784-4901
Fax: 775-784-1127

November 24, 2014

Nevada State Legislature
Committee to Conduct an Interim Study Concerning Community Colleges
c/o Kelly S. Richard, Senior Research Analyst
Legislative Counsel Bureau
401 S. Carson Street
Carson City, NV 89701-4747

Via E-Mail: krichard@lcb.state.nv.us

Dear Committee Members:

When the committee adjourned earlier this year, the NSHE committed to addressing the concerns of the committee regarding the viability, stability and growth of our community colleges. On behalf of the Board of Regents and Chancellor Klaich, I'd like to provide a progress report to you, and let you know that on November 21, 2014 we reached a number of milestones that establish a platform for growth that will serve our communities, your constituents, for decades to come.

Our System Within a System is rapidly taking shape. The steps taken and now confirmed include:

- The appointment by Chair Kevin Page of an ad hoc Committee on Community Colleges, to expedite work toward elevation of our community college objectives. The committee is chaired by Regent Andrea Anderson, with Regent Kevin Melcher as Vice Chair. The committee is slated to become the Standing Committee on Community Colleges following ad hoc committee meetings on September 26 and November 21 to approve the committee charge, and make necessary changes in the Board of Regents Handbook, now scheduled for the first of two scheduled votes by the full Board of Regents on December 5, 2015 to codify the Committee. The second and final vote will occur on March 5, 2015.
- The establishment of locally empowered Institutional Advisory Councils at each of our four community colleges will be completed by December 31, 2014. The committee charge and framework were approved by the ad hoc Committee on November 21, following input being extensively solicited from stakeholders in the public and private sector of every community served by our colleges, large and small, urban and rural. We received some excellent suggestions which we included in the council charge. The nominees for each council, as recommended by the college president, and reflective of the community served by the college, were submitted by Chancellor Klaich to Chair Kevin Page. Chair Page has the final list of nominees and we expect letters of invitation will be drafted and sent to each nominee within the next week.
- The plan for the inaugural meetings of the four Institutional Advisory Councils was outlined to the ad hoc Committee on November 21, and will include the following:
 - The simultaneous opening of the four council meetings at 9 AM, February 4, 2015, highlighted by a video-conferenced address from Las Vegas by Dr. Walter Bumphus, President and CEO of the American Association of Community Colleges. Dr. Bumphus will visit from Washington for this event, and will give an overview of the role of community colleges in today's education and

workforce development environment, and the part our community stakeholders can and should play in the growth and development of community college service to constituents and employers. He will also take questions from our audiences.

- o Following the common video conference opening, individual meetings of the Councils will be hosted by our four college presidents, to welcome the members, address the challenges faced in each community, and explain how the members may engage with the college leadership. We would be happy to share the Institutional Advisory Council charge with you.
- The approval of the position description and plan for the Chancellor to create the position of Vice Chancellor for Community Colleges was ratified by the ad hoc Committee on November 21. The Vice Chancellor for Community Colleges will be granted broad latitude to oversee the System Within A System, and in collaboration with the various NSHE departments serving college administrations, faculty and students, be the primary advocate for the colleges with the Board of Regents and other stakeholders, including legislators. In addition, the Vice Chancellor will interact with the Institutional Advisory Councils, along with the College President, to achieve the progress that will best serve the community in which the college resides. The Chancellor has committed to completing this step as soon as practical. Of great importance to the committee, the Vice Chancellor was specifically charged to work with each of our institutions to ensure the most efficient and seamless transfer and articulation among our colleges and universities.

At the committee meeting, we were pleased to report that working together our colleges applied for and were awarded \$9,921.00 - virtually the maximum amount available under phase four of the Trade Adjustment grants. Future meetings of the committee will continue to focus on critical college issues such as our response to building the necessary skilled workforce for Tesla and all companies we attract to our State.

We think the prompt deliberations and actions of this committee, and the committee's commitment to efficient and effective solutions, are laudable, and by the results noted above, evidence that this legislative process served our citizenry very well. We deeply appreciate the light your work has shone on our colleges and pledge to continue the daily work that you started.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Frank R. Woolcock', with a large, looping flourish extending from the end of the signature.

Frank R. Woolcock
Executive Director
Nevada College Collaborative

APPENDIX D

Community College Active Advisory Boards

APPENDIX D

Community College Active Advisory Boards

College of Southern Nevada

Advisory Boards Required for Accreditation

Health Information Technology Committee
Dental Hygiene Committee
Dental Assisting Committee
Physical Therapy Assisting Committee
Nursing Advisory Board
Emergency Medical Services Advisory Board
Medical Office Assisting (Patients Assistant Advisory Board)
Ophthalmic Dispensing (Ophthalmic Technology Advisory Board)
Pharmacy Technology Advisory Board
Radiation Therapy Advisory Committee
Sonography, General (Cardiac Advisory Committee)
Surgical Technology Advisory Board (ARC/STSA)
Veterinary Technology Advisory Board
Deaf Studies Advisory Committee
Accounting Advisory
Board Business/Management Advisory Board
Paralegal Advisory Board

Discipline Specific Advisory Boards/Committees

International Languages Advisory Committees

- Italian
- French
- Spanish/Portuguese
- English as a Second Language
- Russian
- Chinese

Communications Department Advisory Committee
Fine Arts Advisory Committees
Theatre/Theatre Technology
Music
Music Business and Technology Hospitality Management
Casino Management
Culinary Arts/Pastry Arts
Food and Beverage Management
Hotel Management

Engineering Tech Joint Technical Skills Committee
Design Tech JTSC Committee
Construction Tech Committee
Business and Marketing Committee
Health Science Joint Tech Committee
Culinary, Hospitality, Tourism Tech Committee
Human Services Joint Tech Committee
Media Tech Committee Transportation Tech Committee

Other Advisory Boards

CSN Performing Arts Center Advisory Committee
Business Advisory Board
Latin American and Latina/o Studies Advisory Committee (Proposed)

Great Basin College

Advisory Boards Required for Accreditation

Teacher Education in Elementary and Secondary Education (Council for the Accreditation of Teacher Preparation)
Nursing (Accreditation Commission for Education in Nursing)
Radiologic Technology (Joint Review Committee on Education in Radiologic Technology)
Human Service Education (Council for Standards in Human Service Education)

Discipline/Industry Specific Advisory Boards

Business Administration
Accounting
Computer Technologies
Graphic Communications
Network Technology
Office Technology
Criminal Justice
Corrections
Law Enforcement
Diesel Technology
Early Childhood Education
Electrical Systems Technology
Industrial Millwright Technology
Welding Technology

Other Advisory Boards

Great Basin College Advisory Board (Advises the President on behalf of the community, and has been very active for decades. A portion of this board will form the Institutional Advisory Council, with members serving in an official or ex-officio capacity.)

Truckee Meadows Community College

Advisory Boards Required for Accreditation

Paramedic Program Committee (reports to Commission on Accreditation of Allied Health Education Programs - CAAHEP)

Veterinary Technician Advisory Committee (Animal Veterinary Medical Association)

Automotive and Diesel Program Advisory Committee (National Automotive Technicians Education Foundation)

Law/Paralegal Advisory Board (American Bar Association)

Culinary Arts Advisory Committee (American Culinary Federation)

Dental Assisting (Commission on Dental Accreditation)

Dental Hygiene (Commission on Dental Accreditation)

Dietetic Technician (Accreditation Council for Education in Nutrition and Dietetics)

Childhood Education (National Association for Early Childhood Educators) - College commended for establishing this committee.

Nursing (Accreditation Commission for Education in Nursing)

Discipline/Industry Specific Advisory Boards

Building Trades Apprenticeship

Computer Technologies

Construction and Design Technologies (Architecture, Construction Management, HVAC)

Criminal Justice

Energy Technologies

Fire Science

Emergency Medical Services

Graphic Communications

Logistics Management

Manufacturing Technologies (Machining, Welding, Production)

Radiologic Technology

Western Nevada College

Advisory Boards Required for Accreditation

Nursing/Allied Health Division Advisory Board (Accreditation Commission for Education in Nursing)

Discipline/Industry Specific Advisory Boards

Automotive Technology Advisory Board
Construction Management Advisory Board
Criminal Justice Advisory Board
Graphic Communications Advisory Board
Information Technology Advisory Board
Machine Tool Technology Advisory Board
Welding Technology Advisory Board

Other Advisory Boards

Business Advisory Boards (Fallon and Carson City)
Carson City Campus Advisory Board
Douglas Campus Advisory Board
Rural Advisory Board

APPENDIX E

Suggested Legislation

APPENDIX E

Suggested Legislation

The following bill draft requests (BDRs) will be available during the 2015 Legislative Session, or can be accessed after “Introduction” at the following website: <http://www.leg.state.nv.us/Session/78th2015/BDRList/page.cfm?showAll=1>.

- BDR -592 Provides for the creation, administration and funding of a Workforce Development Rapid Response Investment Fund to make grants to Community Colleges for the development of curriculum and infrastructure to meet the qualified workforce needs of industries relocating to or expanding in Nevada.
- BDR -593 Provides for the establishment of a financial aid grant program for students enrolled in community colleges and Nevada State College. .
- BDR -594 Provides for the creation, administration, and funding of a STEM Workforce Challenge Grant Program.

BOARD OF REGENTS BRIEFING PAPER

Handbook Revision, Community College Institutional Advisory Councils and Workforce Advisory Boards

BACKGROUND & POLICY CONTEXT OF ISSUE:

In 2014, the Board of Regents established procedures and guidelines effectively establishing institutional advisory councils (IACs) for the community colleges. The creation of the community college IACs were the result of discussions and recommendations of the Legislative Committee to Conduct an Interim Study Concerning Community Colleges established with the enactment of [Senate Bill 391](#) (Chapter 494, *Statutes of Nevada 2013*). During its deliberations, the legislative study committee noted the importance of advisory boards and committees providing guidance to the community colleges. According to [Legislative Counsel Bureau Bulletin No. 15-4](#), the committee requested the community colleges, through NSHE, to conduct a review of the effectiveness and necessity of their various advisory boards and committees. In response to those deliberations, the IACs were established.

Now that the IACs have been in place and active for approximately seven and half years, the Chancellor's Office conducted an informal review of the provisions establishing and governing the operations of community college IACs to determine if the IACs are meeting the needs of the colleges and if revisions of the provisions governing the IACs are necessary. The review included discussions with each of the community college presidents and the chair of each IAC. Throughout those conversations, each IAC chair indicated some dissatisfaction with the current provisions governing IAC operations and the extent to which the currently established councils are meeting the needs of each community college. The IAC chairs expressed strong desire to assist the colleges and respective presidents in the manner that best suits each college individually and recognized that to best suit the needs of the college, IACs should vary across institutions in terms of their roles and functions. Further, the IAC chairs indicated their desire to receive specific direction from the President on how the IAC can best support the college and its various initiatives through advocacy, promoting college programs, and supporting the college in its implementation of strategic goals and objectives.

The community college Presidents all indicated their desire to maintain the IACs, and agreed that allowing each college, through the leadership of the President to define the role of the IAC that best suits their respective college will better support the institution. The proposal requires each community college President, in consultation with the Chancellor, to submit to the Board of Regents for approval a proposal for their respective IAC. Those proposals will define the role of the council and the number and composition of membership, effectively allowing each President to establish formally the IAC that best suits the needs of their institution.

Further, the legislative study committee noted the role of community college advisory entities in providing input to the colleges on such matters as coursework, curriculum, and program development. While the original provisions establishing the community college IACs noted an expected role in providing advice and guidance on instructional programs, it has not been embraced in practice by the IACs because each college has established workforce advisory boards that essentially fulfill that role. Accreditation standards for workforce programs often require that colleges establish advisory boards, made up of individuals from the industry, for the purpose providing advice and guidance on curriculum to ensure that programs are meeting the needs of employers. This is accomplished by ensuring the programs include curriculum designed to develop the specific skills required for the industry. As such, the proposal recommends that Board policy be revised to formally recognize the current practice of establishing workforce advisory boards that provide advice and guidance on program curriculum necessary to prepare students for the workforce, including but not limited to required competencies for the industry or career field and new and emerging occupations. In addition, the boards typically provide advice and guidance on curriculum development, student recruitment, staff development, equipment and software recommendations, and other matters that will support and improve program quality.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Establish Board policy (Board of Regents' *Handbook*, Title 4, Chapter 14, new Sections 30 and 31) requiring each community college president to establish an institutional advisory council to provide advice, assist in community relations, assist in institutional development, and provide other assistance as requested by the President to enhance the institution, including supporting institutional initiatives, institutional advocacy, promoting college programs, and strategically supporting the implementation of institutional goals and objectives. The recommended *Handbook* provisions will effectively replace the current provisions of the *NSHE Procedures and Guidelines Manual*, Chapter 15, Sections 1 and 2, that originally established the IACs and currently govern the general operations for the community college IACs. As noted in the policy proposal, as presidents bring forward their respective proposals for an IAC that will be subject to Board approval, each approved proposal will be formally codified in Chapter 15 of the *NSHE Procedures and Guidelines Manual*.

IMPETUS (WHY NOW?):

This recommendation is brought forward at the recommendation of the Chancellor's Office based on a recent informal review the community college IACs and the extent to which they are meeting the needs of each community college.

CHECK THE NSHE STRATEGIC PLAN GOAL THAT IS SUPPORTED BY THIS REQUEST:

- ☒ **Access (Increase participation in post-secondary education)**
- ☒ **Success (Increase student success)**
- ☒ **Close the Achievement Gap (Close the achievement gap among underserved student populations)**
- ☒ **Workforce (Collaboratively address the challenges of the workforce and industry education needs of Nevada)**
- ☐ **Research (Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile)**
- ☒ **Not Applicable to NSHE Strategic Plan Goals**

INDICATE HOW THE PROPOSAL SUPPORTS THE SPECIFIC STRATEGIC PLAN GOAL

The community college IACs are intended to support the institutions, which generally support all the goals of the Board of Regents. The workforce advisory boards in particular support the workforce goal by ensuring that workforce and training programs are appropriately designed so that graduates have the skills necessary to succeed within the respective industry.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

If approved, the proposed revisions will:

- Allow each community college to establish the role for their respective IAC that best suits the needs of the college; and
- Empower community college presidents to direct the IACs on how they can best support their college and its various initiatives.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been brought forward.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Maintain the current provisions governing formation, charge, and general operations of the institutional advisory councils as codified in the *Procedures and Guidelines Manual*, Chapter 15, Sections 1 and 2.

RECOMMENDATION FROM THE CHANCELLOR'S OFFICE:

The Chancellor's Office supports the recommendation.

COMPLIANCE WITH BOARD POLICY:

- ☐ Consistent With Current Board Policy: Title #_____ Chapter #_____ Section #_____
- ☒ Amends Current Board Policy: *Title 4, Chapter 14, new Sections 30 and 31*
- ☒ Amends Current Procedures & Guidelines Manual: *Chapter 15, Sections 1 and 2*
- ☐ Other:_____
- ☒ Fiscal Impact: Yes_____ No ☒_____
- Explain:_____

DRAFT

POLICY PROPOSAL

Title 4, Chapter 14, new Section 30

Community College Institutional Advisory Councils

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

Section 30. Community College Institutional Advisory Councils

- 1. Each community college President shall establish an institutional advisory council to provide advice, assist in community relations, assist in institutional development, and provide other assistance as requested by the President to enhance the institution including supporting institutional initiatives, institutional advocacy, promoting college programs, and strategically supporting the implementation of institutional goals and objectives.***
- 2. Each community college President, in consultation with the Chancellor, shall submit to the Board of Regents for approval a proposal for such a council, to include the proposed role of the council and the number and composition of membership.***
- 3. Members shall serve at the pleasure of the President or for a term established in the proposal for the council.***
- 4. Once approved, the proposal may be amended on the recommendation of the President and the approval of the Board of Regents. Proposals to amend may include changes in the number and composition of membership, the role of the institutional council or its abolition.***
- 5. The President shall call the meetings of the institutional advisory council and shall set the agenda. All meetings shall be conducted in compliance with the Nevada Open Meeting Law.***
- 6. Members shall serve without compensation.***
- 7. Members shall not take any action which conflicts with their roles as a member of the institutional advisory council.***
- 8. At least biennially, the President shall prepare a written report for the Board of Regents on the activities in support of the President and institution that were undertaken by the council since the last report.***

Next Steps: No later than December 31, 2022, each community college president will submit for Board consideration provisions establishing their respective institutional advisory council. The provisions, once approved by the Board, will be codified in Chapter 15 of the NSHE *Procedures and Guidelines Manual*.

POLICY PROPOSAL
Title 4, Chapter 14, *new* Section 31
Workforce Advisory Boards

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

Section 31. Workforce Advisory Boards

- 1. Community colleges may establish advisory boards to provide direction and guidance for specific program areas within the college to strengthen and enhance the success of the program by working closely with the business and labor communities to provide high quality workforce training and education.***
- 2. A board may be established for any academic or workforce training program to provide advice and guidance on program requirements necessary to prepare students for the workforce, including but not limited to required competencies for the industry or career field and new and emerging occupations. In addition, the board may provide advice and guidance on curriculum development, student recruitment, staff development, equipment and software recommendations, and other matters that will support and improve program quality.***
- 3. The Board must include at least three members who are representatives of business and industry with recent, firsthand, and practical experience in the program area.***
- 4. Members will serve at the pleasure of the President or their designee and will serve without compensation.***

NSHE Procedures and Guidelines Manual
CHAPTER 15, SECTION 1
Community College Institutional Advisory Council

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

[~~Section 1. Community College Institutional Advisory Council, Formation, Charge and Procedures~~]

Nevada's Board of Regents is committed to ensuring that Nevada's community colleges are operating at their maximum potential, making the most effective and efficient use of available resources while meeting the unique needs of the communities they serve.

Community colleges have been identified as the workforce development engines of our nation, and therefore, the Board of Regents recognizes the need and value in having a direct line of communication with the communities served by the community colleges. As we collectively identify the workforce training necessary for the growth and sustainability of industries in our communities; and we maximize the potential for the community's college to deliver curricula that will meet the needs of a diverse population, the Board will form Institutional Advisory Councils to serve as active links between the college and community.

a. ~~Formation.~~

No later than December 31, 2014, each Nevada community college shall establish an Institutional Advisory Council. On or before December 1, 2014, the Chancellor, after consultation with each college President and local stakeholders, will forward to the chair of the Board of Regents nominations for appointments to the Institutional Advisory Council. The chair of the Board of Regents shall appoint an advisory council for each community college, consisting of not less than seven or more than fifteen members composed of residents from the area in which the community college is located and serves. The elected chair of each local community college advisory council shall serve as an ex-officio advisory member on the Nevada Board of Regents Community College Committee. When circumstances dictate, either the college President or the chair of the college advisory council, upon consultation with the members of the council, may recommend the appointment of additional members to the Chair of the Board. In addition, the President of the college may request the Chair of the Board to name such ex-officio members of the college advisory council as the President may deem necessary or useful to better serve the purposes of the council.

Of members first appointed to the Institutional Advisory Council, one-half of the appointees shall be appointed for five years and the remaining appointees for three years, so that the initial terms shall end on December 31 of an odd numbered year (i.e. December 31, 2019, and December 31, 2017, respectively for initial appointees). Student members shall serve for one-year terms. Thereafter, terms of non-student members appointed to the Institutional Advisory Council shall be for four years. The members of an advisory council may be reappointed by the Chair of the Board of Regents for a second term. Members of the advisory council shall serve without compensation but any reasonable expenses incurred in attending the meeting shall be reimbursed.

b. ~~Institutional Advisory Council Charge.~~

The purpose of the local Institutional Advisory Council is to ensure the linkage of the college to the community it serves and to anticipate future regional educational trends. The council will meet at least quarterly to advise the college President, the Vice Chancellor for community colleges, the Chancellor, and the Board of Regents Community College Committee on questions regarding operation of the college. The council shall function and exercise the powers set forth by the Nevada Board of Regents. The responsibilities of the council are to:

- Advise the college President, the Vice Chancellor for community colleges, the Chancellor, and the Board of Regents on the long-term educational needs of the area served by the college, as well as on other matters identified by the college President, the Chancellor, and Board of Regents. The council may provide advice, guidance, and information in the areas of student and employer engagement; access and affordability; operating and capital budgets; land and property acquisition and use; instructional programs, including proposed degrees and certificate programs; serving underrepresented populations; diversity and inclusion issues and admissions and academic standards, including performance indicators.
- Serve, along with the college President, as body of liaisons between the college and area employers in order to facilitate assessment of employment, training and educational needs of students.
- Serve, along with the college President, as a body of liaisons between the college and local school boards, county commissioners, city councils, other local elected officials, and other relevant groups or persons.
- Respond to specific information requests from the Chancellor and the Nevada Board of Regents on behalf of the communities served by the college.
- Promote the college's programs and services.

c. Membership.

Except as it may be enlarged as provided above, each council will be comprised of seven to fifteen members who serve a term of four years and are recommended for appointment to the Chair of the Nevada Board of Regents by the college President. Representatives will include members from the various constituencies served by the college to ensure broad input from all critical stakeholders. The membership of the council shall be reflective of the community and stakeholders served by the college. In addition to members who are appointed to serve on the council, a representative of the faculty nominated by the respective faculty senate and a student nominated by the respective student government shall serve as ex-officio members of the council. If a member of the council resigns prior to the conclusion of their term, a replacement will be nominated by the college President. The nomination will be forwarded to the Chancellor, who will make the recommendation to the Chair of the Board of Regents for appointment.

d. Election of Officers.

The election of chair and vice chair will take place biennially, during odd-numbered years, at the first regularly scheduled council meeting of the state fiscal year (the first regularly scheduled meeting following July 1). The term of these offices shall be two years. Nominations may be made by any member of the council, and the vote of a majority of the council shall be required to elect the chair and vice chair. The chair shall preside at all meetings of the council. The vice chair shall preside at all meetings of the council during the absence of the chair. Should both officers be absent, the college President shall preside. The council chair is to sign all documents to which the council is a party, and which have been approved by the council, including any recommendations made to the standing committee for its consideration. If the chair or vice chair resign or are removed for absenteeism as provided in these guidelines, the council shall elect a new officer.

~~e. Meetings and Agenda.~~

~~All meetings of the council shall be conducted in compliance with the Nevada Open Meeting Law. Agendas for meetings of the council shall be compiled by the college President in consultation with the chairperson. Individuals wishing to place items on the agenda must deliver supporting documents to the College President's Office or to the council chairperson not less than 14 days prior to the next meeting of the council.~~

~~f. Minutes.~~

~~The Office of the President shall be responsible for maintaining the minutes of the advisory council. A summary of council decisions and policy recommendations will be included at the conclusion of the minutes. All minutes of the council shall be forwarded to the Regent Community College Committee which may consider any recommendations from the council for inclusion on its next regular agenda.~~

~~g. Attendance~~

~~Council members who miss three (3) consecutive regular meetings may be replaced in the discretion of the chair and college President. An absence may be excused for good cause by the chair if the chair is notified in advance of the meeting. Replacement of any member who has not completed their term shall be made by the Chair of the Nevada Board of Regents from the name or names nominated by the college President.~~

~~h. Council/Member Expenses~~

~~The institution is not authorized to provide office space, cell phones, computers and IT equipment, or business cards to the council or its members. However, any reasonable expenses incurred in attending the meeting(s) shall be reimbursed upon approval by the college President.]~~

NSHE Procedures and Guidelines Manual
CHAPTER 15, SECTION 2
Institutional Advisory Council Operations

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

[Section 2. — Institutional Advisory Council Operations]

a. — Introduction.

The Institutional Advisory Council bridges the community colleges and the community(ies) they serve, developing relationships, sharing community perspectives, advancing institutional missions, building partnerships, and providing advice. It is not a governing board, but a community link to the institution, designed to increase connectivity with our service region.

As stated in the Board of Regents *Handbook*, Article III, the elected board maintains exclusive control and administration of the Nevada System of Higher Education and its institutions as established in the Nevada Constitution. The elected Board is responsible for the management and oversight of the colleges and universities. It provides a strategic direction for each as part of a larger statewide plan and also ensures effective collaboration among the institutions to achieve those goals.

Each institution also operates using a shared governance model that requires communication across multiple administrative faculty, staff, and student groups and requires many operational and technical decisions to go through committee processes.

b. — Purpose.

Our community colleges are the workforce development engines of our nation, state and region; and the Nevada Board of Regents recognized the need and value of having a direct line of communication between the communities served by each college, the college administration, and the Board of Regents Community College Committee. Each Institutional Advisory Council, comprised of representatives from the communities' public and private sectors, is charged with providing counsel and feedback to the college President, the Vice Chancellor for community colleges, and the Chancellor on issues brought before the council related to the growth and sustainability of industries in our communities, and methods by which the college may maximize the potential to effectively and efficiently deliver curriculum that most appropriately meets the needs of the diverse population served. Also, in consultation with the college President, certain issues and opportunities will be presented to the Community College Committee for consideration and action by the Committee and/or the Board of Regents.

c. — Council Composition.

The Institutional Advisory Councils are comprised of community volunteers, nominated by the college President and appointed by the Chair of the Board of Regents, who are interested in advancing their college and the education, training and empowerment of their local community.

d. — Council Guidelines for Meetings and Council Conduct.

1. The council is to meet at least quarterly on a regularly scheduled day or sequence of dates mutually agreed to by a majority of the council and the college President. Additional meetings may be scheduled as deemed necessary by the council chair and vice chair, and by mutual agreement of a majority of the council and the college President. Notification

guidelines, meeting agendas and postings must follow the Nevada Open Meeting Law, *Nevada Revised Statutes*, Chapter 241.

- ~~2. The college President in consultation with the chair is to set forth a meeting agenda comprised of issues or questions related to the operation of the college and the programs, and opportunities that will sustain or improve the delivery of service by the college to the communities it serves. Council members wishing to place items on the agenda must deliver a succinct and accurate description of the agenda item, with supporting documents to the College President's Office or to the council chair no less than fourteen (14) days prior to the next scheduled regular meeting of the council; or may propose future agenda items during meetings under "new business" on the agenda. Items suggested in the new business portion of any public meeting may be scheduled for inclusion on the next Institutional Advisory Council agenda at the discretion of the college President and council chair.~~
- ~~3. The council is to identify and advise the college President, Vice Chancellor and Chancellor of any long term educational needs of students, and provide guidance on how to best respond.~~
- ~~4. The council shall hear and respond to specific information requests from the Chancellor, the Nevada Board of Regents Community College Committee and/or the Nevada Board of Regents on behalf of the communities served by the college.~~
- ~~5. Collectively, the council may vote to recommend strategic level counsel to the college President, the Vice Chancellor of Community Colleges, the Chancellor and the Board of Regents Community College Committee on any of the issues designated in the charge approved by the Board.~~
- ~~6. Collectively, the council may ask for documents, data or information from the college to make such recommendations and should do so either through the chair in consultation with the college President or by a vote of the majority during public meetings.~~
- ~~7. The council should promote the college's programs and services within the communities and constituencies served by the college. Collectively and with the college President's input and support, the council may decide to undertake the planning and implementation of events and activities that increase the connectivity of the college to the community. The President must approve of any said events and/or activities if any college resources, including property, equipment or staff, are required.~~
- ~~8. The council should act, along with the college President, as liaisons between the college and area employers to facilitate the assessment of employment opportunities, and the associated training needs; and provide a comprehensive report to the college President for potential inclusion and discussion on the agenda of the next regularly scheduled meeting of the council.~~
- ~~9. The council should act, along with the college President, as liaisons and/or ambassadors for the college with local school boards, city councils, county commissions, and other elected bodies and individual elected officials. However, a council member (or members) should not, under any circumstances, represent themselves as speaking for the college, the college administration, Vice Chancellor or Chancellor, without the express consent of the college President, and full knowledge of the council. Council members wishing to represent the council's opinions and decisions should do so only after the items have been discussed,~~

evaluated and/or voted upon in open public meetings by a quorum of the council. Members of the council wishing to express personal opinions and perspectives about issues pertaining to the college should preface those statements as personal. However, any comments made at a public meeting should never refer to the professional competence or performance of any specific individual, because the Open Meeting Law requires prior written notice to any person whose conduct may be discussed at a public meeting.

10. Collectively, the council may provide community feedback to the college President on initiatives and programs related to their charge or on items that the President requests their input upon. Community feedback is defined as input from council members' professional and personal contacts that they deem representative of larger constituent groups that stand to benefit from college services. Council members may represent these perspectives by putting items on meeting agendas to discuss in a public venue, where they may collectively vote to discern the council's recommendation to be shared with the President, Vice Chancellor of Community Colleges, the Chancellor, and Board of Regents Community College Committee.
11. Collectively, the council may also deliberate and vote on perspectives to voice to the community to advocate on behalf of the institution and its students.
12. The council chair and college President may jointly create sub-committees, if necessary, that will work on issues beneficial to the work of the council as a whole; and are assigned by the chair, and college President. However, due to the resources the college will have to commit to the operation of sub-committees, the forming of them is discouraged unless absolutely necessary for the effective operation of the council. Procedurally, the chair and the college President (or their designees) shall be a member of each sub-committee. The chair of the subcommittee shall be a council member, and be appointed by the council chair. The membership of the sub-committee shall not exceed seven (7) members. The college President may assign additional college staff to subcommittees as non-voting members. All sub-committee meetings must follow the Nevada Open Meeting Law, Nevada Revised Statutes, Chapter 241.
13. Prior to the Community College Committee regularly scheduled meetings, the council chair, or vice chair in the absence of the chair, shall meet with the college President in person or via a telephone conference to review the minutes of previous council meetings or subcommittee meetings and determine any agenda items that are to be brought before the Community College Committee for their consideration.
14. The council chair is to provide a report to the Community College Committee on council activities and/or selected agenda items that have been discussed at regular council meetings.]

AB 450 - Community College Workforce Training and Programs Committee Proposed Workplan

This a working document intended to guide committee deliberations and outline actions of the committee related to conducting the study and meeting the requirements of AB 450 (Chapter 246, Statutes of Nevada, 2021). **updated 3/15/2022*

Meeting Date and Time	Meeting Description
January 27, 2022 1:00PM to 3:00PM	<ul style="list-style-type: none">• <i>Committee Role and Mission</i><ul style="list-style-type: none">○ Committee Introductions (Information Only)○ Review Committee Background & Charge (Information Only)○ NSHE Community College President Presentations (Information Only)○ Review Committee Work Plan (Information Only)
February 28, 2022 3:00PM to 5:00PM	<ul style="list-style-type: none">• <i>State Funding and Workforce Development Productivity</i><ul style="list-style-type: none">○ Overview of Relevant Background Materials (Information Only)○ Overview of NSHE Funding Formula (Information Only)○ Workforce Certificate Productivity Presentation (Information Only)○ Review of Committee Work Plan (Information Only)
March 3-4, 2022	<ul style="list-style-type: none">• <i>Provide Update to NSHE Board of Regents</i>
March 22, 2022 3:00PM to 5:00PM	<ul style="list-style-type: none">• <i>Organizing Statewide Workforce Development</i><ul style="list-style-type: none">○ NSHE Board of Regents Workforce Committee and Institutional Advisory Committee Structure (Information Only)○ Review of Committee Work Plan (Information Only)
April 13, 2022 3:00PM to 5:00PM	<ul style="list-style-type: none">• <i>State and National Perspectives - Workforce Development Plans</i><ul style="list-style-type: none">○ Statewide Workforce Development Structure – Department Employment Training Rehabilitation, Nevada Department of Education, Governor’s Office of Workforce Development (Information Only)○ National/Other State Workforce Development Best Practices (Information Only)○ Review of Committee Work Plan (Information Only)
May 11, 2022 3:00PM to 5:00PM	<ul style="list-style-type: none">• <i>National Structures, Funding and Coordination</i><ul style="list-style-type: none">○ State and Federal Workforce Development Funding (Information Only)○ Review System-led Workforce & Talent Development Task Force Recommendations (Information Only)○ Review of NV Workforce Development Efforts and Discussion of Committee Recommendations (Information Only)
June 7, 2022 3:00PM to 5:00PM	<ul style="list-style-type: none">• <i>Committee Report Deliberations</i><ul style="list-style-type: none">○ Work Session: Consider Recommendations for final report (For Possible Action)